

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Mc McCormick Middle School

District: McCormick

Principal: Cecily B. Morris

Superintendent: Dr. Sandra Calliham

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

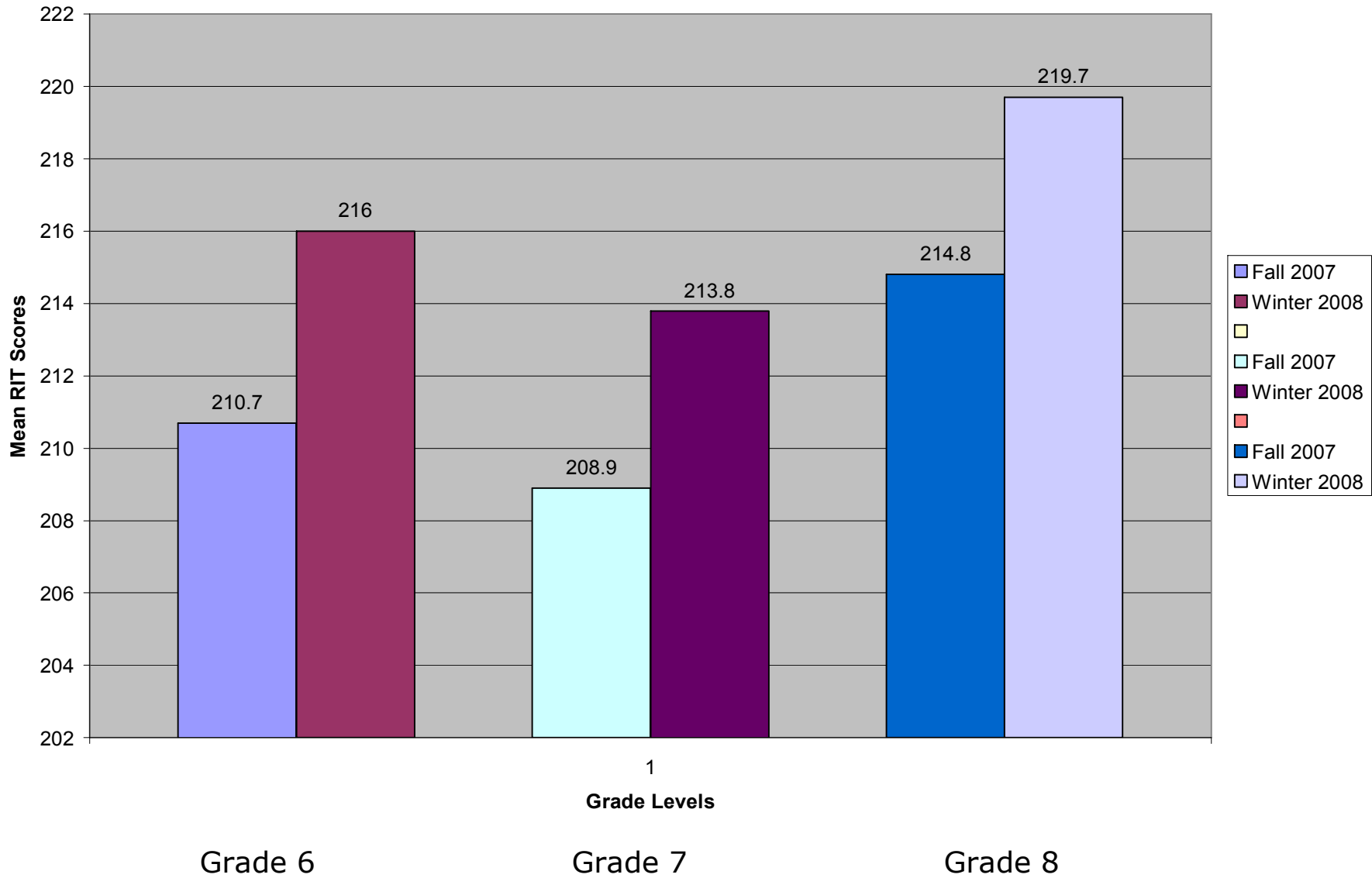
Rationale for 2008-09 School Goals:

McCormick Middle School met the Student Achievement Focused Goal One as proposed in the 2007-2008 Focused School Renewal Plan by increasing MAP reading RIT scores by a mean growth of 5 points. McCormick Middle School did not meet the Student Achievement Focused Goal Two as proposed in the 2007-2008 Focused School Renewal Plan, but was able to increase MAP math RIT scores by a mean growth of 2.9 points. Significant progress was made toward school goals as evidenced by the chart and graphs below. The goals were set in an effort to meet expected progress by the 2008-2009 report card. In all cases, the MAP reading RIT growth at McCormick Middle School surpassed the expected growth norms set by NWEA in their 2005 NWEA Norms Study.

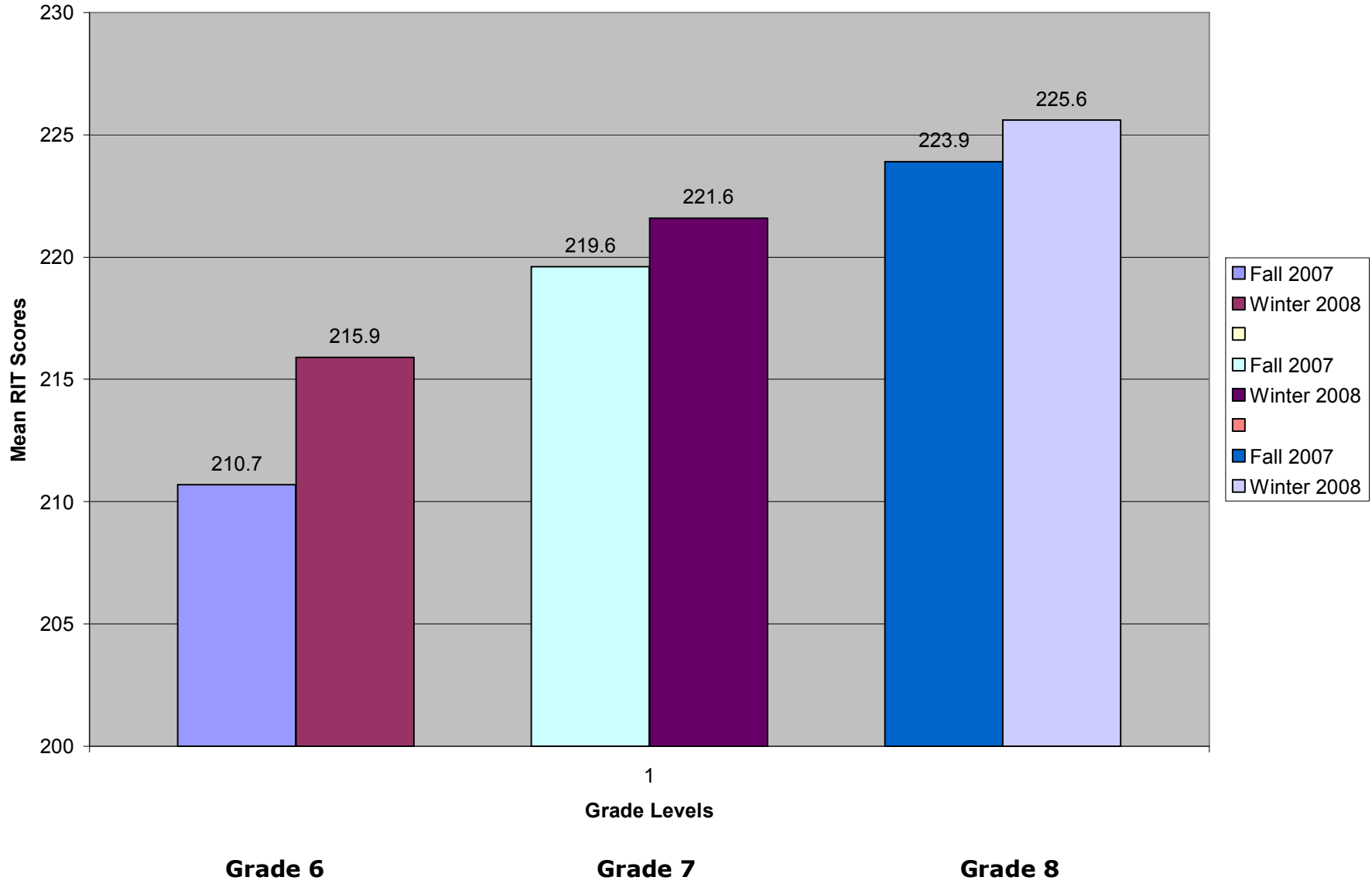
In addition, McCormick Middle School met the Student Achievement Focused Goal Three, Principal's Leadership to Increase Student Achievement Goals One and Two, and the District Administrators' Instructional Leadership to Increase Student Achievement Goal One. A school wide emphasis on differentiated instruction and curriculum alignment has resulted in an increased accommodation of individual student needs and utilization of instructional strategies to meet those needs. The 2007-08 External Review Team Confirmation Committee for Satisfactory Implementation recommended that McCormick Middle School continue Focused Goal/Strategies One and Two for the 2008-09 school year.

NWEA Expected Growth Norm RIT Points	McCormick Middle School Growth 2007-2008 RIT Points
6 th Grade Reading – 4.3 Points	6 th Grade Reading – 5.3 Points
7 th Grade Reading – 3.4 Points	7 th Grade Reading – 4.9 Points
8 th Grade Reading – 3.2 Points	8 th Grade Reading – 4.9 Points
6 th Grade Math – 7.2 Points	6 th Grade Math – 5.2 Points
7 th Grade Math – 6.0 Points	7 th Grade Math – 2.0 Points
8 th Grade Math – 5.2 Points	8 th Grade Math – 1.7 Points

McCormick Middle School ELA MAP RIT Growth 2007-2008



McCormick Middle School Math RIT Growth 2007-2008



Summary of Demographic Information from the 2007 School Report Card:

General School Data

- McCormick Middle School consists of grades six through eight, and currently has an enrollment of 220. (Based on SASI data)
- 82% of our enrollment is African American. (Based on SASI data)
- 18% of our enrollment is Caucasian. (Based on SASI data)
- 49% of our enrollment is female. (Based on SASI data)
- 51% of our enrollment is male. (Based on SASI data)
- 81% of our students qualify for free and reduced lunch. (Based on SASI data)
- 06% of our students participate in the gifted and talented program. (Based on SASI data)
- 09% of our students have IEP's. (Based on SASI data)

Teacher Data

- McCormick Middle School has seventeen full-time certified teachers, twelve of whom are core academic teachers with assigned homerooms.
- 46.7% of the teachers have advanced degrees.
- 60.0% of the teachers are continuing contract teachers.
- 59.7% of the teachers are returning from the previous year.

Performance Data

- 46% of sixth grade students are performing basic or above on the reading MAP assessment. (Based on MAP, Winter 2008)
- 68% of seventh grade students are performing basic or above on the reading MAP assessment. (Based on MAP, Winter 2008)
- 75% of eighth grade students are performing basic or above on the reading MAP assessment. (Based on MAP, Winter 2008)
- 61% of sixth grade students are performing basic or above on the math MAP assessment. (Based on MAP, Winter 2008)
- 47% of seventh grade students are performing basic or above on the math MAP assessment. (Based on MAP, Winter 2008)
- 54% of eighth grade students are performing basic or above on the math MAP assessment. (Based on MAP, Winter 2008)

McCormick Middle School PACT Data:

PACT 2007/ELA	% Below Basic	% Basic	% Proficient	% Advanced
6 th Grade	36.8	50.0	10.3	2.9
7 th Grade	45.1	35.4	15.9	3.7
8 th Grade	41.4	44.8	13.8	0.0
PACT 2006/ELA	% Below Basic	% Basic	% Proficient	% Advanced
6 th Grade	44.9	38.5	11.5	5.1
7 th Grade	51.5	35.3	13.2	0.0
8 th Grade	29.8	54.4	15.8	0.0
PACT 2005/ELA	% Below Basic	% Basic	% Proficient	% Advanced
6 th Grade	59.5	27.0	13.5	0.0
7 th Grade	46.6	48.3	5.2	0.0
8 th Grade	32.1	52.6	14.1	1.3
PACT 2007/Math	% Below Basic	% Basic	% Proficient	% Advanced
6 th Grade	20.6	55.9	17.6	5.9
7 th Grade	45.1	41.5	9.8	3.7
8 th Grade	39.7	53.4	6.9	0.0
PACT 2006/Math	% Below Basic	% Basic	% Proficient	% Advanced
6 th Grade	34.6	51.3	7.7	6.4
7 th Grade	35.3	42.6	14.7	7.4
8 th Grade	50.9	38.6	10.5	0.0
PACT 2005/Math	% Below Basic	% Basic	% Proficient	% Advanced

6th Grade	31.1	41.9	23.0	4.1
7th Grade	24.1	60.3	13.8	1.7
8th Grade	38.5	48.7	6.4	6.4

Explanation of Data:

A total of 41.3% of all McCormick Middle School students are below basic in English Language Arts.

A total of 35.6% of all McCormick Middle School students are below basic in math.

Sixth grade below basic percentages have shown improvement in English Language Arts and math.

Seventh grade below basic percentages have shown improvement in English Language Arts but not in math.

Eighth grade below basic percentages have shown improvement in math but not in English Language Arts.

Summary of Process Used to Develop the FSRP and the Persons Involved:

The school administrators, External Review Team Liaison, teachers, and school district superintendent reviewed the Focused School Renewal Plan (FSRP) Goals for 2007-2008. After preparing a final report for the State Department of Education and presenting that report for an External Review Team Confirmation Committee Review, it was determined that positive progress had been made in both reading and mathematics.

The summative school data was shared with the school leadership team members, teaching staff, and superintendent and it was decided by this group that the new FSRP Goals for 2008-2009 would continue to focus on the improvement of reading and mathematics skills of the entire student body in grades 6 through 8. The student progress would again be monitored through the Measures of Academic Progress (MAP) test scores. It was also decided that differentiated instruction would be utilized by all teaching staff and that data analysis would be utilized to drive instruction.

The members of the school administrative team and school leadership team worked closely to develop strategies and indicators of implementation for the FSRP which will place the focus on improving student achievement and, by so doing, improving the likelihood that the school will meet its goals for improvement on the state report card by 2009.

Narrative of How Selected Goals Will Enable the School to Meet Expected Progress:

The school plans to meet expected progress by again focusing on the critical areas of reading and mathematics. The school will use the standards-based Anderson Five School District Curriculum and Pacing guide to ensure that state grade level standards are the basis of all instruction. The guides will be in use from the beginning of the school year in August 2008. In addition, all teachers will have an opportunity to attend staff development on differentiated instruction and data analysis and utilization. These opportunities will begin with 2008 summer training at national conferences and continue throughout the school year during school and district sponsored staff development. Teachers will learn to accommodate individual student needs, integrate differentiated instruction in the classroom, and to use data in all its forms, both formative and summative, to plan for instruction. Daily planning time for grade level and subject area teams will be provided to all teachers throughout the school year.

The school should be able to meet expected progress if the school wide RIT scores of students are able to increase by a mean growth of five (5) points on MAP tests in the area of reading and by a mean growth of seven (7) points in the area of mathematics. Two MAP tests will be administered during the school year so that MAP data will be utilized to gather baseline information in the fall and progress in the spring to determine final results. Teachers will utilize the class openers of "Daily Dose" and "Fantastic Five" to ensure a spiral review of standards throughout the school year. Students will also utilize the computer programs, Academy of Reading and Academy of Math, to increase specific basic reading and math skills.

Regularly scheduled staff development, team meetings, classroom observations, lesson plan reviews, and individual conferences with the principal will ensure that all individual strategies and activities are being implemented throughout the school year. The FSRP goal progress will be documented and indicators of implementation will be monitored by the school administration to further enhance the chances of meeting expected progress.

School Timeline

June 2008

- Offer teachers professional development opportunities at the state and national level

July 2008

- Offer teachers professional development opportunities at the state and national level
- Provide teachers with the Anderson Five Curriculum and Pacing Guide

August 2008

- Implement staff development in differentiated instruction and data analysis and use
- Utilize Anderson Five Curriculum and Pacing Guides for planning instruction
- Review lesson plans and provide feedback
- Perform classroom observations and provide feedback
- District provides initial EDI training and manuals
- Implement Daily Dose in language arts classes
- Implement Fantastic Five in mathematics classes
- Implement Academy of Reading and Academy of Math classes

September 2008

- Provide ongoing staff development in differentiated instruction and data analysis and use
- District provides training opportunities/support for Academy of Reading and Math
- Administer Fall MAP testing
- Conduct principal/teacher conferences
- Conduct teacher/student conferences
- Review lesson plans and provide feedback
- Perform classroom observations and provide feedback

October 2008

- Provide ongoing staff development in differentiated instruction and data analysis and use
- Conduct principal/teacher conferences
- Conduct teacher/student conferences
- Review lesson plans and provide feedback
- Perform classroom observations and provide feedback

November 2008

- Provide ongoing staff development in differentiated instruction and data analysis and use
- Conduct principal/teacher conferences
- Review lesson plans and provide feedback
- Perform classroom observations and provide feedback

December 2008

- Review lesson plans and provide feedback
- Perform classroom observations and provide feedback

January 2009

- Provide ongoing staff development in differentiated instruction and data analysis and use
- Conduct principal/teacher conferences
- Conduct teacher/student conferences
- Review lesson plans and provide feedback
- Perform classroom observations and provide feedback

February 2009

- Provide ongoing staff development in differentiated instruction and data analysis and use
- Conduct principal/teacher conferences
- Review lesson plans and provide feedback
- Perform classroom observations and provide feedback

March 2009

- Prepare FSRP Report for SCDE ERT Committee
- Provide ongoing staff development in differentiated instruction and data analysis and use
- Administer Spring MAP testing
- Conduct principal/teacher conferences
- Conduct teacher/student conferences
- Review lesson plans and provide feedback
- Perform classroom observations and provide feedback

April 2009

- Conduct principal/teacher conferences
- Conduct teacher/student conferences
- Review lesson plans and provide feedback
- Perform classroom observations and provide feedback

May 2009

- Administer PASS testing
- Conduct principal/teacher end of year conferences

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, 100% of the students in grades 6 through 8 will take the MAP (Measures of Academic Progress) Reading Test and school wide MAP Reading RIT Scores will show a mean growth of five (5) points by comparison of data from Fall 2008 baseline data to Spring 2009 final testing.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Conduct MAP testing two times each year with teacher/student goal-setting sessions prior to and just after each testing window.	DIF, Gena Wideman Classroom Teachers	Sept. 2008	<u>MAP Scores</u> will document that MAP testing has been conducted two times as well as RIT score growth. <u>MAP Goal Setting Forms</u> will document teacher and students goal-setting sessions. Documentation: C. Morris, G. Wideman
Utilize Anderson Five Curriculum and Pacing Guide to ensure the use of a standards based curriculum.	Principal, Cecily Morris Classroom Teachers	Aug. 2008	<u>Lesson Plans</u> will document the use of the Anderson Five guide for planning instruction and pacing. <u>Classroom Observation Feedback Forms</u> will document that instruction is based on lesson plans. Documentation: C. Morris, G. Wideman
Utilize the Academy of Reading program to increase students' basic skills in reading.	Lab Monitor ELA Teachers	Aug. 2008	<u>Academy of Reading Progress Reports</u> will document the student obtainment of reading skills and AOR completion. Documentation: C. Morris, B. Gray
Utilize "Daily Dose" as a class opener in all ELA classrooms as a means to ensure a spiral review of standards on a daily basis.	Principal, Cecily Morris DIF, Gena Wideman ELA Teachers	Aug. 2008	<u>Daily Dose Student Work</u> will document completion of student activities. Documentation: C. Morris, G. Wideman
Meet with the language arts teacher team monthly to review instructional plans.	Principal, Cecily Morris DIF, Gena Wideman ELA Teachers	Sept. 2008	<u>Team Meeting Notes</u> will document the monthly meetings and include notes of material covered in the meeting. Documentation: C. Morris, G. Wideman

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, 100% of the students in grades 6 through 8 will take the MAP (Measures of Academic Progress) Mathematics Test and school wide MAP Mathematics RIT Scores will show a mean growth of seven (7) points by comparison of data from Fall 2008 baseline data to Spring 2009 final testing.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Conduct MAP testing two times each year with teacher/student goal-setting sessions prior to and just after each testing window.	DIF, Gena Wideman Classroom Teachers	Sept. 2008	<u>MAP Scores</u> will document that MAP testing has been conducted two times as well as RIT score growth. <u>MAP Goal Setting Forms</u> will document teacher and students goal-setting sessions. Documentation: C. Morris, G. Wideman
Utilize Anderson Five Curriculum and Pacing Guide to ensure the use of a standards based curriculum.	Principal, Cecily Morris Classroom Teachers	Aug. 2008	<u>Lesson Plans</u> will document the use of the Anderson Five guide for planning instruction and pacing. <u>Classroom Observation Feedback Forms</u> will document that instruction is based on lesson plans. Documentation: C. Morris, G. Wideman
Utilize the Academy of Math program to increase students' basic skills in math.	Lab Monitor Math Teachers	Aug. 2008	<u>Academy of Math Progress Reports</u> will document the student obtainment of math skills and AOM completion. Documentation: C. Morris, B. Gray
Utilize "Fantastic Five" as a class opener in all math classrooms as a means to ensure a spiral review of standards on a daily basis.	Principal, Cecily Morris DIF, Gena Wideman Math Teachers	Aug. 2008	<u>Fantastic Five Student Work</u> will document completion of student activities. Documentation: C. Morris, G. Wideman
Meet with the mathematics teacher team monthly to review instructional plans.	Principal, Cecily Morris DIF, Gena Wideman Math Teachers	Sept. 2008	<u>Team Meeting Notes</u> will document the monthly meetings and include notes of material covered in the meeting. Documentation: C. Morris, G. Wideman

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, 100% of the core content teachers in grades six through eight will implement *Making Middle Grades Work Key Practices* to enhance student achievement in reading and math as measured by MAP fall 2008 to MAP spring 2009 assessments with a mean growth of 5 points in reading and a mean growth of 7 points in math.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide all teachers with daily opportunities to assist students with math and reading during a scheduled "Prime Time" extra help period.	Principal, Cecily Morris Guidance Counselor, Molly Rhodes	Aug. 2008	<u>Master Schedule</u> will document the daily schedule for each teacher. <u>Lesson Plans</u> will document the use of Prime Time to provide students with extra help. Documentation: C. Morris, M. Rhodes, G. Wideman
Ensure the use of grading practices which allow students to redo work in math and reading which does not meet grade level content standards.	Principal, Cecily Morris DIF, Gena Wideman	Aug. 2008	<u>Grade Record Books</u> will document the number of opportunities students have had to redo work. <u>Report Card Data</u> from each nine weeks grading period will document the number of incomplete grades given students due to work not yet meeting content standards. Documentation: C. Morris, G. Wideman
Provide teachers with the opportunity to attend at least one national conference devoted to the Making Middle Grades Work key practices.	Principal, Cecily Morris	June 2008	<u>Conference Agendas and Teacher Reports of Attendance</u> will document teacher attendance. <u>Staff Development Agendas</u> will document teachers sharing information from conferences with peers. Documentation: C. Morris, Classroom Teachers
Provide a Making Middle Grades Work data assessment workshop based on the most recent Making Middle Grades Work student and staff survey results.	Principal, Cecily Morris DIF, Gena Wideman	Jan. 2009	<u>Making Middle Grades Work Data</u> will document recent survey results. <u>Staff Workshop Agendas</u> signed by all staff attending will document teacher attendance and participation in the workshop. Documentation: C. Morris, G. Wideman

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, 100% of core content teachers will participate in the NWEA Knowledge Academy On-Line Training utilizing data analysis tools and supporting resources to demonstrate at least 80% mastery on the NWEA on-line assessment in interpreting and analyzing student data.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide all teachers with daily opportunities for grade level and subject area planning periods.	Principal, Cecily Morris Guidance Counselor, Molly Rhodes	Aug. 2008	<u>Master Schedule</u> will document the daily schedule for each teacher. Documentation: C. Morris, M. Rhodes
Provide all teachers with at least six data analysis and use staff development sessions to include NWEA On-line Training.	Principal, Cecily Morris Director of Instruction, Kelly Cox Consultants	Aug. 2008	<u>Staff Development Agendas</u> signed by all staff attending will document teacher attendance and participation in the sessions. <u>NWEA On-Line Assessment</u> will document successful completion of On-Line Knowledge Academy training. <u>Staff Development Feedback Forms</u> will document clarity, benefit, and appropriateness of staff development. Documentation: C. Morris
Provide teachers with the opportunity to attend at least one national conference on the subject of data analysis and use.	Principal, Cecily Morris	June 2008	<u>Conference Agendas</u> and <u>District Travel Requests</u> will document teacher attendance and participation in the conferences. Documentation: C. Morris
Conference with individual teachers to ensure that data is being maintained and utilized in the classroom.	Principal, Cecily Morris DIF, Gena Wideman	Aug. 2008	<u>Conference Documentation Forms</u> will document teacher meetings with the principal and district instructional facilitator. <u>Data Notebooks</u> will document teacher maintenance of data. <u>Lesson Plans</u> will document instructional plans based on the pertinent classroom data. Documentation: C. Morris, G. Wideman

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, 100% of core content teachers will participate in the differentiated instruction staff development activities and 100% will demonstrate differentiated instruction activities as measured by students in grades 6 through 8 demonstrating a mean growth of seven (7) points in math and five (5) points in reading by comparison of data from Fall 2008 baseline data to Spring 2009 final testing.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide all teachers with daily opportunities for grade level and subject area planning periods.	Principal, Cecily Morris Guidance Counselor, Molly Rhodes	Aug. 2008	<u>Master Schedule</u> will document the daily schedule for each teacher. Documentation: C. Morris, M. Rhodes
Provide all teachers with at least six differentiated instruction staff development sessions.	Principal, Cecily Morris Asst. Supt. Of Instruction, Kelly Cox Consultants	Aug. 2008	<u>Staff Development Agendas</u> signed by all staff attending will document teacher attendance and participation in the sessions. <u>Staff Development Feedback Forms</u> will document clarity, benefit, and appropriateness of staff development. Documentation: C. Morris
Provide teachers with the opportunity to attend at least one national conference on the subject of differentiated instruction.	Principal, Cecily Morris	June 2008	<u>Conference Agendas</u> and <u>District Travel Requests</u> will document teacher attendance and participation in the conferences. Documentation: C. Morris
Conference with individual teachers to ensure that differentiated instruction is being utilized in the classroom.	Principal, Cecily Morris DIF, Gena Wideman	Aug. 2008	<u>Conference Documentation Forms</u> will document teacher meetings with the principal and district instructional facilitator. <u>Weekly Lesson Plans</u> will document instructional plans which include differentiated instruction.

			Documentation: C. Morris, G. Wideman
Ensure the use of differentiated instruction in classrooms by monitoring lesson plans, providing feedback from classroom observations, and providing and monitoring team planning sessions.	Principal, Cecily Morris DIF, Gena Wideman Teachers	Sept. 2008	<u>Lesson Plans</u> will document the use differentiated instruction for planning instruction. <u>Classroom Observation Feedback Forms</u> will document that instruction is based on lesson plans and is demonstrated in lessons observed. Documentation: C. Morris, G. Wideman

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: by April 1, 2009, at least 80% of the middle school language arts and math teachers will demonstrate proficiency in instructional delivery utilizing EDI (Explicit Direct Instruction) techniques. This will be measured by each teacher receiving a satisfactory rating on at least three observations utilizing the Dataworks/District EDI rubric.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide the Anderson Five Curriculum and Pacing Guide to all core subject area teachers, district instructional facilitator, and school administration.	Superintendent, Dr. Sandra Calliham	Aug. 2008	<u>Sign Out Sheets</u> for the Anderson Five Guides. Documentation: C. Morris, G. Wideman
Provide staff development on the use of the DataWorks EDI techniques as needed.	Director of Instruction, Kelly Coxe	Aug. 2008	<u>Staff Development Agendas</u> signed by all staff attending will document attendance and participation in the sessions. Documentation: K.Coxe
Provide the DataWorks EDI manual to all district teachers, district instructional facilitator, and school administration.	Superintendent, Dr. Sandra Calliham	Aug. 2008	<u>Sign Out Sheets for the EDI Manual</u> Documentation: K. Coxe
Ensure the use of EDI techniques in classrooms by monitoring lesson plans and providing feedback from classroom observations.	Director of Instruction, Kelly Coxe DataWorks Consultants	Oct. 2008	<u>EDI Classroom Observation Feedback Forms</u> will document that EDI techniques are utilized in language arts and mathematics classes. Documentation: C. Morris, G. Wideman, K. Coxe

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, 100% of the teachers responsible for student assistance and monitoring for the Academy of Reading and Academy of Math computer programs will receive onsite assistance by district provided Auto Skill support personnel. This will be measured by at least an 80% satisfactory implementation report provided by Auto Skill personnel following each onsite visit.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide updated technology and ongoing support for the Academy of Reading and the Academy of Math by Auto Skill personnel.	Superintendent, Dr. Sandra Calliham Auto Skill Trainers	Sept. 2008	<u>District Technology Coordinator Sign In Sheets</u> will document technology support visits to the school site. <u>Auto Skill Progress Reports</u> will document company support visits to the school site. Documentation: C. Morris, K. Coxe
Provide staff development on the use of the Academy of Reading and Academy of Math as needed.	Director of Instruction, Kelly Coxe Auto Skill Trainers	Sept. 2008	<u>Staff Development Agendas</u> signed by all staff attending will document attendance and participation in the sessions. Documentation: C. Morris, K. Coxe
Monitor Auto Skill Academy of Reading and Math Progress Reports to ensure appropriate student progress is made.	Director of Instruction, Kelly Coxe DIF, Gena Wideman Auto Skill Trainers	Oct. 2008	<u>Student Academy of Reading and Math Progress Reports</u> prepared by Auto Skill personnel following each on-site visit. Documentation: C. Morris, K. Coxe

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Academy of Reading (AOR) – an award winning intervention solution by Auto Skill International Inc. to address skills development and learner motivation through browser based access.

Academy of Math (AOM) – an award winning intervention solution by Auto Skill International Inc. to address skills development and learner motivation through browser based access.

Anderson Five Curriculum and Pacing Guide – a curriculum and pacing guide developed by the Anderson Five School District which is updated each year to reflect current state standards and textbooks.

AutoSkill International, Inc. – a Canadian company which creates award-winning intervention solutions to help close the achievement gap in k-12 schools. The company's core products are Academy of Reading and Academy of Math.

Daily Dose – daily practice in each language arts category as found in the SC English Language Arts Standards. This program is published by S&T Publications.

Explicit Direct Instruction (EDI) – techniques for instructional delivery developed by Data Works Educational Research.

Fantastic Five – daily practice in each mathematics category as found in the NCTM and SC Math Standards. This program is published by Gunnells Publishing Company.

Measures of Academic Progress (MAP) – a computerized program of skill-based benchmark assessment published by the Northwest Evaluation Association.

National Council Teachers of Mathematics (NCTM) – a national teacher's organization devoted to the teaching of mathematics.

Northwest Evaluation Association (NWEA) – a national non-profit organization dedicated to helping all children learn.

Rasch Unit (RIT) Score – a number that indicates a student's instructional level at the end of a MAP assessment.